MRS. GAWLIK/MRS. CACHIA December 8-12, 2014

**Monday, December 15, 2014 and Tuesday December 16**

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| **Content Standard:****Understand the connections between proportional relationships, lines, and linear equations.** * 8.GB.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate grid.
 | **ELP Standard:**English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. |
| **Content Objective:** I can demonstrate application of the Pythagorean Theorem by finding the distance between two points using a coordinate grid.  | **Language Objective:**I can read pages 10 and 11, and orally discuss with my classmates the relationship between driving and flying using the coordinate grid on page10 to answer questions on page11 |
| * TARGET STATEMENT:

 **I CAN** use strategies for finding the distance between two points using the coordinate grid on page 10.**I CAN** anwser questions using the coordiante grid on page 10 to answer questions A-D on page 11. |
| **Key Vocabulary:** | **Goals** |
|  **Visuals, Materials, & Text****TEXT:** Looking for Pythagoras**VISUALS:** Show Launch**MATERIALS:** Text, Problem 1.1 pages, Map of Euclid Lab sheet 1.1 Individual/Small group assessment Application Questions 1-7 p14-15 | **Accommodations** **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out*** Today I learned how to find distances between…
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**Wednesday, December 17, 2014**

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| * **TARGET STATEMENT**

 I CAN use technology as a tool to assist me with answering questions about previous learned math concepts. |

**Thursday/Friday, December 18-19, 2014**

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| **Content Standard:****Understand the connections between proportional relationships, lines, and linear equations.** * 8.G.6 Explain a proof of the Pythagorean Theorem and its converse.
 | **ELP Standard:**English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.* Attention given to visual representations of all concepts and vocabulary whenever possible.
* Vocabulary will taught explicitly using tactile and virtual tools (e.g. software tools).
* Real world examples to reinforce vocabulary. For example, use the book “What’s your Angle, Pythagoras?”
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| **Content Objective:** I can demonstrate application of the Pythagorean Theorem by finding the coordinates of other vertices.  | **Language Objective:**I can read page 12, and orally discuss with my classmates how the coordinates of endpoints of a segment help draw other lines which are parallel or perpendicular to the segment using the coordinate grid on page12 to answer questions on page12. |
| * TARGET STATEMENT:

 **I CAN** use coordinates of endpoints of a segment to help draw other lines which are parallel or perpendicular to the segment. |
| **Key Vocabulary:** |  |
|  **Visuals, Materials, & Text****TEXT:** Looking for Pythagoras**VISUALS:** Lab sheets/Virtual Coordinate Grapher**MATERIALS:** Text, Problem 1.2, Lab sheet 1.2, Teaching Aid, 1.2 A-C  | **Accommodations** **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out*** Today I learned that …
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